

# Social & Emotional Learning: Skills for School and Life

Presented at the KY Ready Kids Conference

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# Devereux Center for Resilient Children

- Our mission is to promote social and emotional development, foster resilience, and build skills for school and life success in all children birth through school-age, as well as to promote the resilience of the adults who care for them.
- Video



# Social and Emotional Learning Defined

- Social and Emotional Learning (SEL) is the process by which children and adults acquire the skills to:
  - Recognize and manage emotions
  - Develop caring and concern for others
  - Establish positive relationships
  - Make responsible decisions
  - Handle challenging situations effectively(paraphrased from CASEL)



# **The Positive Impact of Social and Emotional Learning for Kindergarten to Eighth-Grade Students**

*Executive  
Summary*

*Findings from  
Three Scientific Reviews*

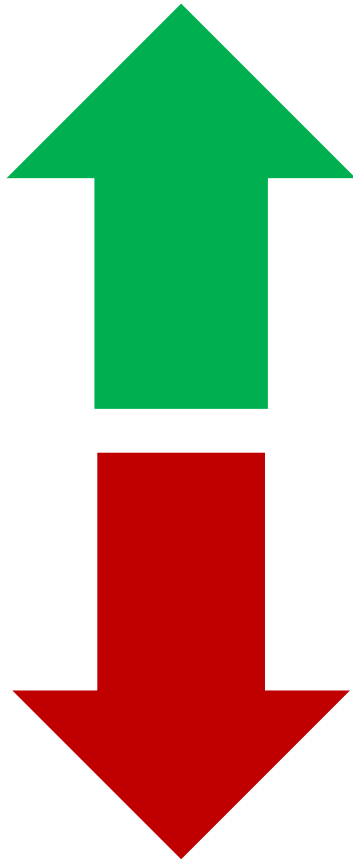


Collaborative for  
Academic, Social, and  
Emotional Learning  
(CASEL)

December 2008

John Payton  
Roger P. Weissberg  
Joseph A. Durlak  
Allison B. Dymnicki  
Rebecca D. Taylor  
Kriston B. Schellinger  
Molly Pachan

# Benefits of SEL



## **Student gains:**

- Social emotional skills
- Improved attitudes about self, school, and others
- Positive classroom behavior
- Average of 11 percentile-point gain on academic achievement tests

## **Reduced risks for failure:**

- Conduct problems
- Aggressive behavior
- Emotional distress

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82, 405-432.

## Social & Emotional Learning Core Competencies



CASEL (2012)

# States with SEL Standards

- Illinois
- Ohio
- New York
- Washington State
- New Jersey  
(proposed)
- Pennsylvania
- Kansas
- Oklahoma
- Tennessee
- Vermont
- Anchorage, AK
- British Columbia

# Same Skills Needed in Workplace!

- Secretary's Commission on Achieving Necessary Skills (SCANS) Report -1999
  - Skills needed by the workforce
  - 50% (8 of 16) were social and emotional skills
    - Decision-making
    - Problem-solving
    - Personal responsibility
    - Sociability
    - Self-management
    - Integrity

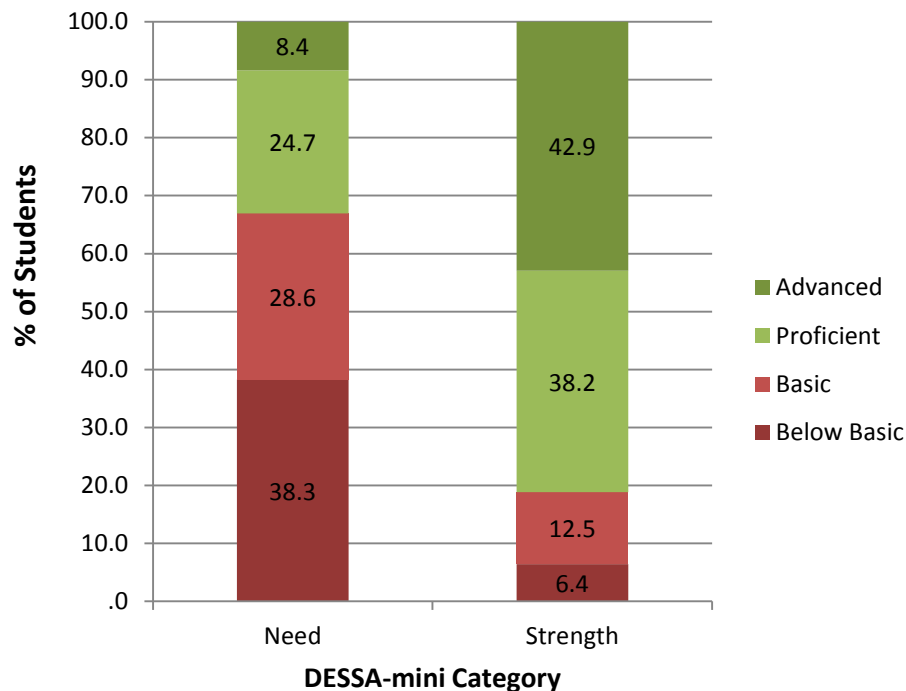


# Is this really that important?

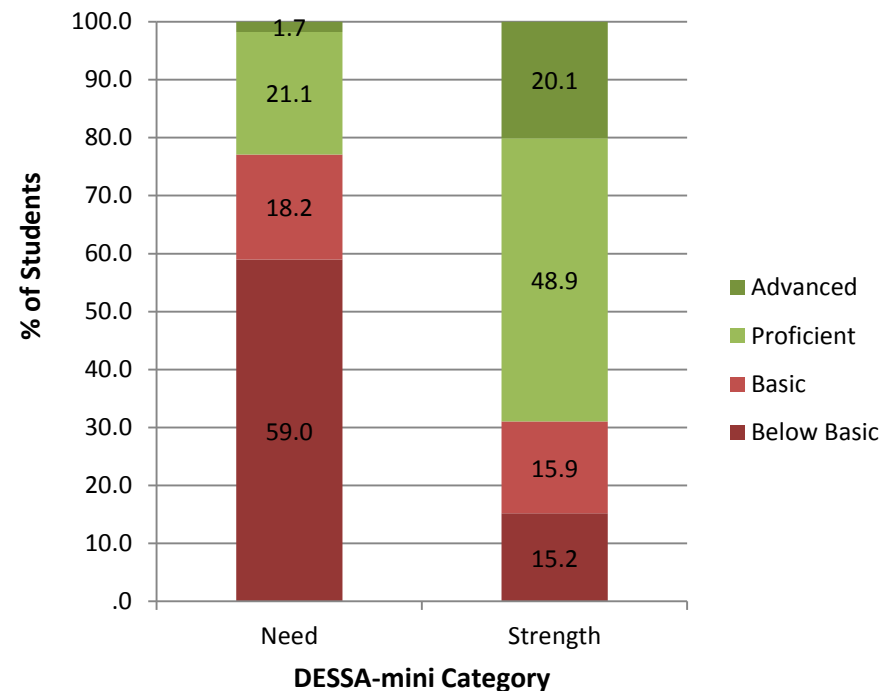
- SEL & Academic Achievement
- SEL & Income Achievement Gap
- SEL & Challenging Behaviors

# Relationship Between Academic Achievement and Social-Emotional Competence (Allentown, PA Public Schools)

**% of Elementary Students by PSSA Math and DESSA-mini Categories**



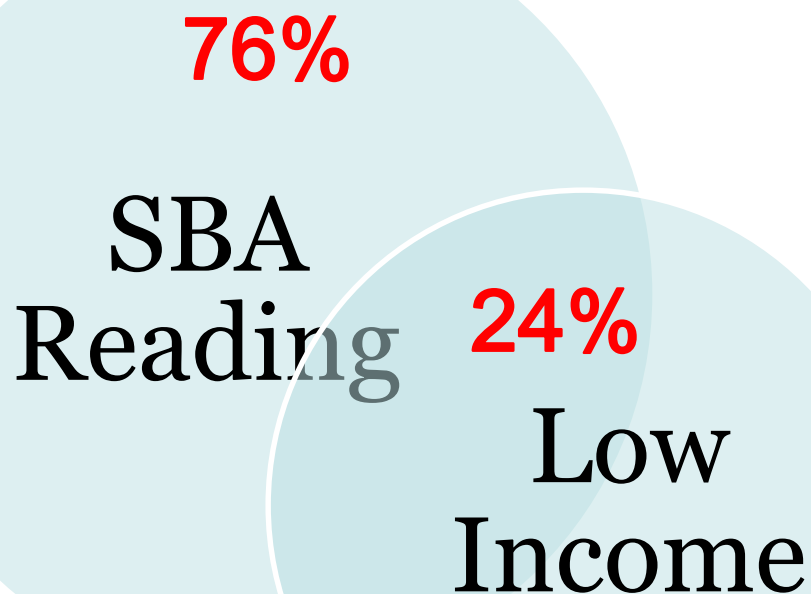
**% of Elementary Students by PSSA Reading and DESSA-mini Categories**





# The Income Achievement Gap

Variance Explained

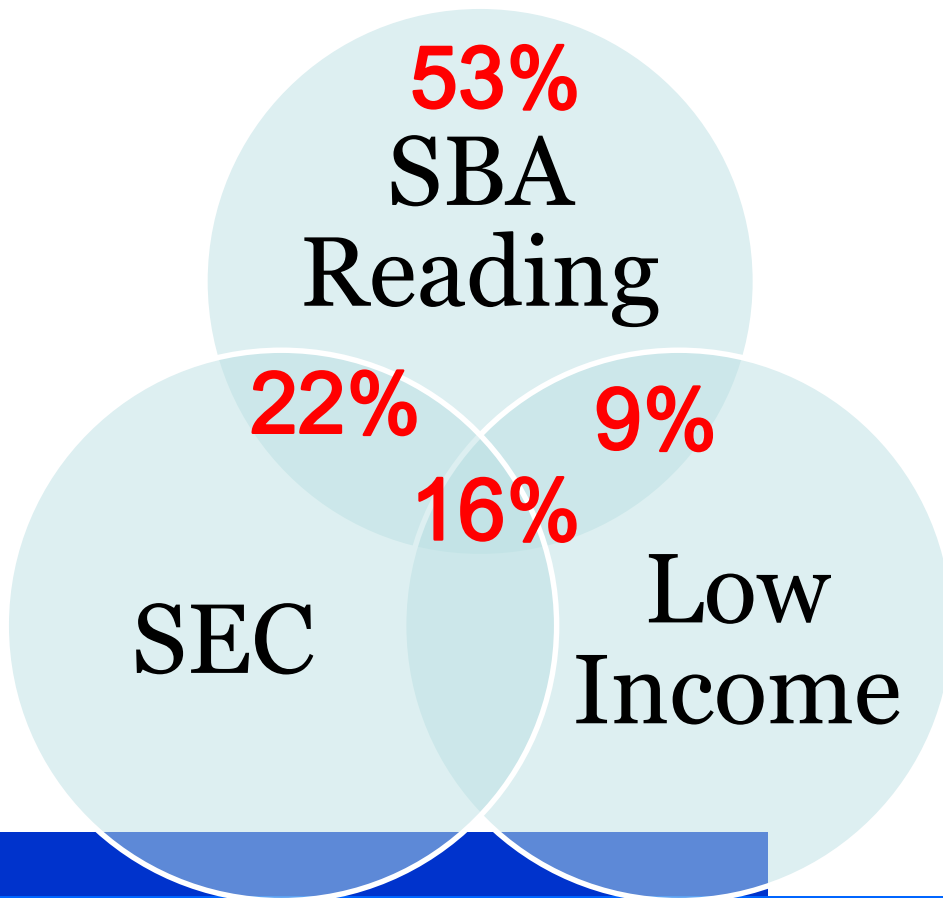


- Economic disadvantage explains approx 24% of reading variance.



# Closing the Gap

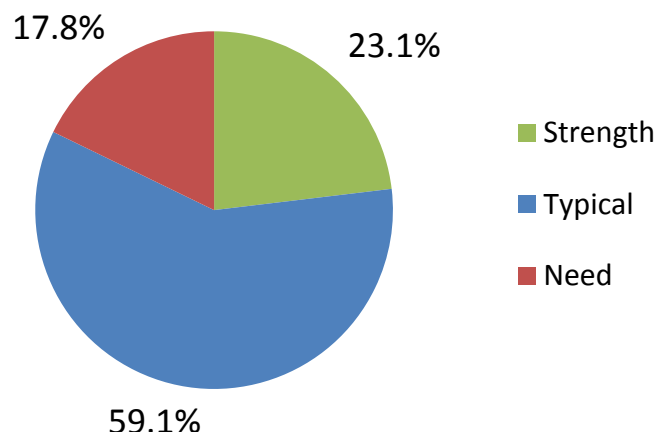
Variance Explained



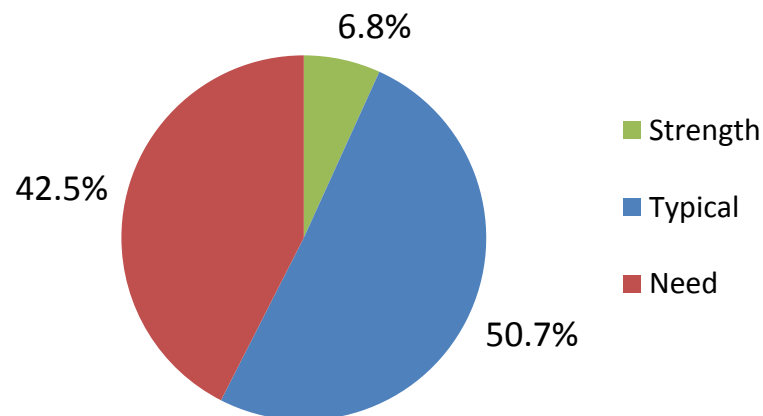
- When social-emotional skills are measured, an additional 22% of SBA variance is uniquely predicted.
- Social-emotional skills account for twice the variance as poverty.
- Impact of poverty on reading is reduced
- Raising social-emotional skills predicted to reduce effects of poverty
- These skills can be taught!!!

# Social-Emotional Competency of Students Committing a Level IV Infraction (Allentown, PA Public Schools)

Social-Emotional Categories  
(DESSA-mini SET) Time 1  
Grades K-8



Social-Emotional Categories of  
Students Committing a Level IV  
Infraction



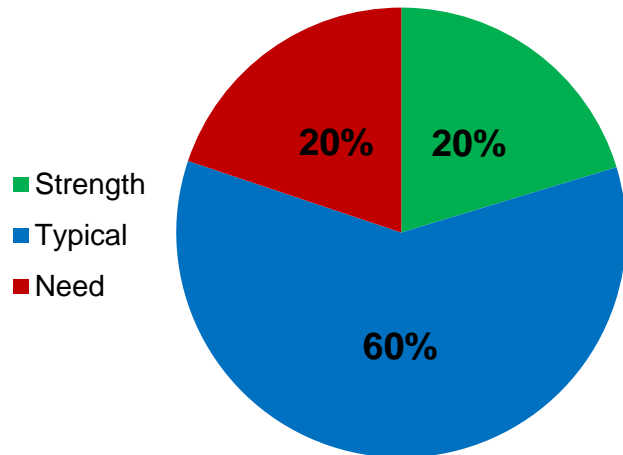
Students who commit Level IV Infractions are:

- nearly 2 ½ times more likely to have social and emotional needs
- only 1/3 as likely to have social and emotional strengths.

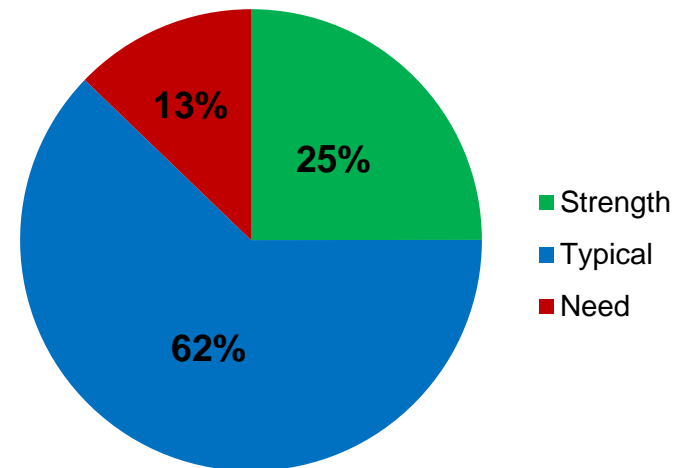
# Overview of 2012-2013 Results

United Way of Greater Cincinnati Learning Community Data

**Social Emotional Categories – Pre DESSA**  
N = 4,102



**Social Emotional Categories – Post DESSA**  
N = 4,102



*287 Students moved from Need to Typical in one year!  
205 more Students with Social and Emotional Strengths!*

# Promise of Prevention

Chemung County, NY

Pre-post assessment with the DECA

No intervention

N = 406	% Pre Behavioral Concerns	% Post Behavioral Concerns
<i>Strength</i> on pretest Total Protective Factors (n = 76)	0%	0%
<i>Typical</i> on pretest Total Protective Factors (n = 275)	14%	13%
<i>Concern</i> on pretest Total Protective Factors (n = 55)	51%	70%

# Conclusions

- Social and emotional skills are positively related to academic achievement
- Enhancing social and emotional skills promises to narrow the income achievement gap
- Social and emotional skills are negatively related to challenging behaviors
- Social and emotional skills are teachable
- The longer we wait, the greater the cost



## Core Proposition:


*We need to approach Social and Emotional Learning with the same seriousness of intent as any other discipline, beginning in early childhood.*

# What would this entail?

- Allocation of resources, especially teacher time.
- Professional development.
- Use of evidence-based curricula and programs.
- School/program-wide approach.
- Assessment and evaluation.

# Test Fatigue





But don't we  
want to be  
data-informed  
professionals?

# Selection of Assessment Tool

- The questions we ask...
  - communicates our values
  - alters how we view the student
  - shapes our communication with the student, with parents, with peers
  - determines how we allocate scarce resources
- The theory behind the assessment is critical

the ability to  
succeed in the face of  
hardship

# Resilience





A photograph of an empty swing set in a park. The swing set is made of dark metal frames and chains, with several black plastic seats hanging from it. The ground is covered in dry, brown grass and fallen leaves. In the background, there is a school building with a green roof and a chain-link fence. The scene is captured in a slightly desaturated, autumnal tone.

Poverty

Bullying

Academic Pressures

Low Quality Schools

Stressed Teachers

Unavailable Parents

Anti Social Peers

**Two-thirds  
of children  
experience  
negative  
outcomes.**

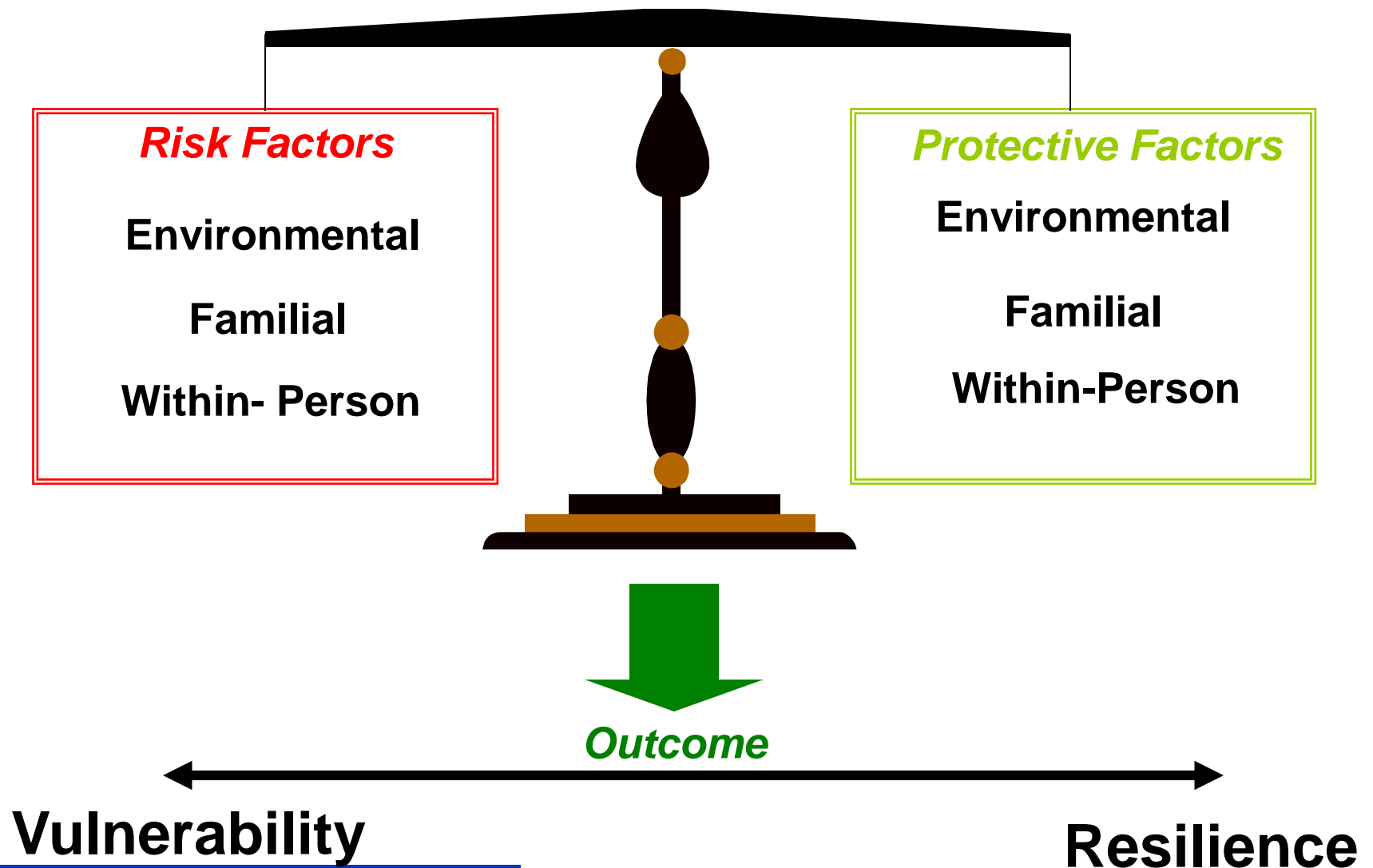






**But one-third of the children do better than we have a right to expect in the face of these daily hassles.**

# Risk and Protective Factors



# 3 Rs of Quality Assessment

*Rigorous*  
*Reasonable*  
*Relevant\**

\*Thanks to Tom Lottman, of  
Children Inc., in Covington, KY for  
first coining the “3Rs”

# Devereux Early Childhood Assessment for Preschoolers – 2<sup>nd</sup> Edition (DECA-P2)

- Ages 3 through 5
- Available in paper and on-line formats
- Parent and Teacher Norms

# DECA-P2 Record Form

## Devereux Early Childhood Assessment for Preschoolers Second Edition (DECA-P2)

(for children ages 3 through 5 years)

Paul A. LeBuffe ■ Jack A. Naglieri

Child's Name: \_\_\_\_\_ Gender: \_\_\_\_\_ Date of Birth: \_\_\_\_\_  
Program/Site: \_\_\_\_\_ Classroom/Group: \_\_\_\_\_ Age: \_\_\_\_\_  
Person Completing this Form: \_\_\_\_\_ Relationship to Child: \_\_\_\_\_ Date of Rating: \_\_\_\_\_

This form describes a number of behaviors seen in some young children. Read the statements that follow the phrase: *During the past 4 weeks, how often did the child...* and place a check mark in the box underneath the word that tells how often you saw the behavior. Please answer each question carefully. There are no right or wrong answers. If you wish to change your answer, put an **X** through it and fill in your new choice as shown to the right. Please do not skip any items.

Never ☒ Rarely ☒ Occasionally ☐ Frequently ☐ Very Frequently ☐

Item # *During the past 4 weeks, how often did the child...*

Never ☒ Rarely ☒ Occasionally ☒ Frequently ☒ Very Frequently ☒

1. act in a way that made adults smile or show interest in him/her?

☐ ☐ ☐ ☐ ☐

2. listen to or respect others?

☐ ☐ ☐ ☐ ☐

3. control his/her anger?

☐ ☐ ☐ ☐ ☐

4. seem sad or unemotional at a happy occasion?

☐ ☐ ☐ ☐ ☐

5. show confidence in his/her abilities (for instance, say "I can do it!")?

☐ ☐ ☐ ☐ ☐

6. have a temper tantrum?

☐ ☐ ☐ ☐ ☐

7. keep trying when unsuccessful (show persistence)?

☐ ☐ ☐ ☐ ☐

8. seem uninterested in other children or adults?

☐ ☐ ☐ ☐ ☐

9. use obscene gestures or offensive language?

☐ ☐ ☐ ☐ ☐

10. try different ways to solve a problem?

☐ ☐ ☐ ☐ ☐

11. seem happy or excited to see his/her parent or guardian?

☐ ☐ ☐ ☐ ☐

# DECA-P2 - *Rigorous*

- 15 years of experience
- Established reliability and validity
- Large, representative normative sample



# DECA-P2 - *Reasonable*

- 38 items, one page
- No special training needed (but available)
- Can be used by CDAs and teachers

# DECA-P2 - *Relevant*

- Measures skills necessary for school and life success
- Results lead directly to strategies
  - For the classroom
  - For the home
- Designed to serve as an outcome and continuous quality improvement tool



# Protective Factor Definitions

***Initiative-*** The child's ability to use independent thought and action to meet his or her needs

***Attachment/Relationships-*** The child's ability to promote and maintain mutual, positive connections with other children and significant adults

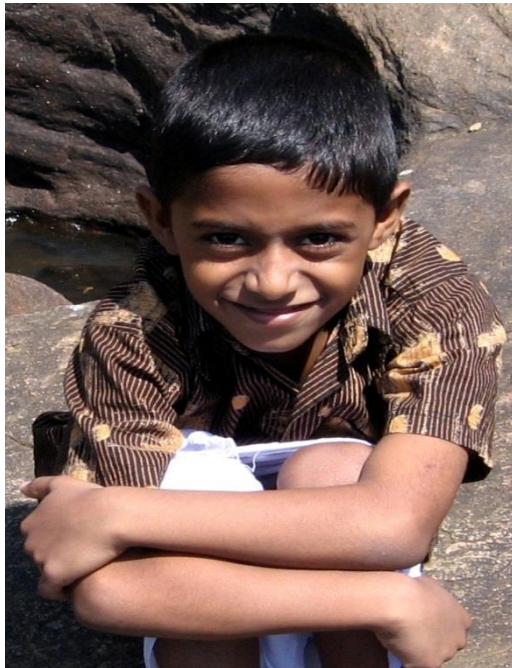
***Self-Regulation-*** The child's ability to express emotions and manage behaviors in healthy ways.

# Individual Profile for Lin, A child with typical results



DECA P-2 Individual Child Profile							
Parent's Name		Child's Name		Date			
IN SR		A/R		TPF BC			
T-score	In	SR	A/R	TPF	BC	Percentile Rank	
72		36		202 & above	27 & above	99	
71				198-201	26	98	
70		35		196-197	25	98	
69				194-195	24	97	
68	36	34		192-193	24	96	
67				190-191	23	96	
66	35			188-189	22	95	
65				187-187	21	93	
64	34	32		185-186	20	92	
63				182-184	18	90	
62	33	31	35	180-181	17	88	
61				177-179		86	
60	32	30		175-176	16	84	
59	31			172-174		82	
58		29		170-171	15	79	
57	30		34	167-169		76	
56				165-166	14	73	
55	29			162-164		69	
54		33		160-161	13	66	
53	28			158-159		62	
52		26		155-157	12	58	
51			32	153-154		54	
50	27	25		151-152	11	50	
49				148-150		46	
48	26	24	31	145-147	10	42	
47				142-144		38	
46	25	23		140-141	9	34	
45			30	138-139		31	
44	24	22		136-137		27	
43				133-135		24	
42	23	21		130-132		21	
41			28	127-129		18	
40	22	20		124-126		16	
39				121-123		14	
38	21	19	27	118-120		12	
37				115-117		10	
36	20	18	26	111-114		8	
35		17		108-110		7	
34	19			105-107		5	
33	18	15	25	103-105		4	
32	17	14		101-102		4	
31	16		24	98-100		3	
30	15	13		95-97		2	
29	14	12	23	92-94		2	
28	13 & below	11 & below	22 & below	91 & below	2 & below	1	

# Individual Profile for Cleo, a child at risk



DECA P-2 Individual Child Profile							
Child's Name		Cleo					
Teacher's Name		Ms. [Name]					
Date		6/12/12					
	T-score	IN	SR	A/R	TPF	BC	Percentile Rank
		Insecure	Registration	Attachment/ Relationships	Protective Factors	Behavioral Concerns	
72	35 & above				205 and above	30 & above	99
71				36	203-204	29	98
70	34		36	35	201-202	28	98
69			35		199-200	27	97
68					197-198	N	96
67	33		34	34	195-196	E	96
66					192-194	E	95
65	32				189-191	E	93
64			32	33	186-188	D	92
63	31				183-185	21	90
62			31	32	180-182	20	88
61	30		30		177-179	19	86
60					174-176	18	84
59	29		29	31	171-173	17	82
58	28				169-170	16	79
57			28	30	166-168	15	76
56	27				164-165		73
55			27	29	161-163	14	69
54	26				158-160		66
53			26	28	156-157	13	62
52	25				154-155	12	58
51	24		25	27	152-153		54
50	23		24		150-151	11	50
49				26	147-149	10	46
48	22		23		145-146		42
47				25	143-144	9	38
46	21		22		140-142		34
45			21	24	137-139	8	31
44	20		20		134-136		27
43	19			23	131-133	7	24
42	18		19		128-130		21
41			18	22	125-127	6	18
40	17		17		123-124	5	16
39	16				120-122	4	14
38			16	20	118-119		12
37	15				115-117	3	10
36	14		15	19	113-114	2	8
35	13		14	18	111-112	1	7
34	12				108-110		5
33	11		12	17	105-107	2	4
32	10			16	103-104		4
31	9		11	15	100-102	1	3
30			10	14	98-99		2
29	8 & below		9	13	95-97	0	2
28					92-94		1

Strength

Typical

Area of Need

# Conclusions

- Social and emotional skills are positively related to academic achievement
- Enhancing social and emotional skills promises to narrow the income achievement gap
- Social and emotional skills are negatively related to challenging behaviors
- These skills can be measured and taught

# Concluding Thought

- How many Cleos do we have in our classrooms?
- What are we going to do about it?
- Which developmental cascade do we want for our children?

THANK YOU!



**plebuffle@Devereux.org**  
**www.CenterForResilientChildren.org**



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